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ABSTRACT

The evaluation instrument presented in this paper is derived from an article by Asa Hilliard, "The Essential Multicultural Content for Teacher Education." The nearly 100 questions in the instrument are designed to evaluate, for any book, course, or program, its reflection of cultural understanding, its potential for enhancing essential teaching and communication skills, and its potential for developing desirable teacher attitudes toward multicultural education and toward diverse ethnic groups. (GC)

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AN INSTRUMENT FOR THE ANALYSIS OF TEACHER EDUCATION TEXTBOOKS, COURSES, AND PROGRAMS AS RELATED TO MULTI-CULTURAL EDUCATION

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In preparing to do this session on the analysis of courses and textbooks in teacher education for multi-cultural implications, the crucial concern was the genesis of the concept of multi-cultural education. In order to do an analysis of anything one must have a generic model from which to derive techniques or instruments. The instrument which follows is a derivative of the article by Asa Hilliard, "The Essential Multicultural Content For Teacher Education," published in Multicultural Education Through Competency-Based Teacher Education, AACTE, 1974. Pages 44-55.

This article by Hilliard, in my opinion, presents a very distinct definition of multi-cultural education. The essay also helps to distinguish what appears to be a clouded issue, multicultural education and ethnic studies. The instrument was prepared specifically for this session, but the ideas therein have been used in developing a multi-cultural program at Ball State University which received The Distinguished Achievement Award from AACTE in 1975. The instrument can be used equally well for the analysis of a book, course, or program. When one decides what is to be analyzed--a book, a course, or a program, the person then decides which questions seem to be most appropriate. The questions are numbered in such a way that the reader should be able to relate the origin of the sub-question to the main idea. For example:

guideline number 1.0 is the broad category or concept from which sub-guidelines will originate, guideline 1.1 is a more specific guideline related to the broader guideline 1.0, guideline 1.1.1 is even more specific but related more closely to guideline 1.1. Whether you agree with the guidelines presented in this instrument or not will depend greatly upon your perception of multicultural education.

RATING	GUIDELINES
Strongly ⟷ Hardly at all	
	1. ESSENTIAL UNDERSTANDING
	1.1 Does the book/course/program express the point that "The Teaching Process is Always a Cross-Cultural Encounter"?
	1.1.1 Does the book/course/program point out that such variables as age, socioeconomic status, geographical background, education, and belief systems, are examples of sources of a teacher's cultural configuration?
	1.1.2 Is it emphasized that teachers notice variations in the behavior of students, frame questions, develop expectations, and plan classroom action out of their unique cultural characteristics?
	1.1.3 Does the book/course/program make the recipients aware of the fact that the basis for a student's perception and response is his/her unique cultural form?
	1.1.4 Is it stressed in the book/course/program that because of the distinctive cultural patterns of the teacher and the student, which shape the interaction between the two, the task for learning consists of more than simply a matter of dispensing academic content?
	1.1.5 Is the fact incorporated into the book/course/program that academic content to be considered for a class the method for delivery of that content, the perception through which the content will be presented and received, and the application of the content are all influenced by the configurations the students and teachers bring to the setting?
	1.1.6 Does the book/course/program provide enough information on human experiences and on the nature of the formation of human perceptions that the teacher will expect students to have a unique encounter with him/her as well as with the subject matter as opposed to having a standardized sensation?
	1.1.7 Does the book/course/program use the idea of the triad of teaching? That is, in any teaching situation there are always three elements present a teacher, a student, and some subject matter, such that questions relative to the teaching and learning process must be in terms of which teacher, which student, and what subject area.

RATING (Strongly ⟷ Hardly at all)	GUIDELINES
	2.0 Does the book/course/program help students to understand that "The Personality, Values, and Social Background of the Teachers Are Critical Cultural Inputs" into the classroom atmosphere?
	2.1 Is the idea presented that teachers must be creative individuals, must develop their own teaching styles, are "the leaders" of the classroom activities and because of their own unique differences cannot be standardized?
	2.2 Is the realistic aspect of teachers not being alike in terms of courage, fear, comfort, threat, loneliness, guilt, personal growth, personal deficient, lifestyles, feelings of power, or powerlessness expounded upon in the book/course/program?
	2.3 Is it explained in the book/course/program to recipients that the above differences are dimensions of personal configurations, that these dimensions influence greatly the interchange between them and pupils having either positive or negative effects upon pupil growth, and that influence is independent of course organization, school, physical facilities, and textual materials?
	3.0 Does the book/course/program emphasize the fact that all teaching tools are culture bound?
	3.1 Is it pointed out in the book/course/program that most standardized teaching tools such as tests, textbooks, bulletin boards, educational games, and courses of study tend to be developed out of the mainstream American culture?
	3.1.1 Does the book/course/program point out that even though the above materials favor mainstream America this does not necessarily mean racism on the part of the designers, but, perhaps a lack of sensitivity to the needs of other cultural groups?
	3.1.2 Does the book/course/program stress the fact that most teacher preparation programs do, in fact, prepare teachers along cultural configurations but the chosen culture is that of the majority, thus giving students of the majority culture an advantage in schools?

RATING (Strongly ⟷ Hardly at all)	GUIDELINES
	3.1.3 Does the book/course/program explain that teaching methods, subject examples, and curricular subjects can be culturally biased?
	3.1.4 Does the book/course/program expound upon the fact that all subject disciplines (physical sciences, social studies, language arts, etc.) are bound by the same influence of culture?
	3.1.5 Does the book/course/program offer examples of how teachers should modify teaching tools, methods, subject examples, and curricular subjects to meet the needs of all cultural groups?
	3.2.0 Is it explained to recipients that it is economically cheaper and administratively easier to prepare teachers as well as to operate schools if everything tends to favor one culture?
	3.2.1 Is it stressed to recipients that although schools can be conducted and run more cheaply when the assumption for operating schools is that students are mono-cultured, this assumption ignores differences and sends negative messages to the poor and to racial and ethnic minorities?
	3.2.2 Is it explained to recipients that when people are ignored they develop a feeling of being devalued and of being in an oppressive environment?
	3.2.3 Are recipients helped in the book/course/program to understand that when the school as a major cultural institution functions as if other cultures do not exist, members of other cultures can develop low expectations of the schools as well as of themselves and their group?
	4.0 Are recipients helped to understand from the book that the classroom is not a benign context but a potent matrix?
	4.1 Are the recipients made aware in the book that the following "invisible activities" of high school students are occuring in all classrooms either directly or indirectly:

RATING Strongly ⟷ Hardly at all	GUIDELINES
	a. judgments b. sanctions c. rewards d. labeling e. control of time f. control of space g. paying attention h. blaming i. intimidation (using knowledge, power, or status) j. employing paternalism k. valuing l. loving m. selecting content to study n. selecting means of academic presentation o. including others in activities p. excluding or isolating others, etc.?
	4.1.1 Is it explained to recipients that it is precisely through the above activities that conscious or unconscious inequity can intrude into the transactions among teachers and students
	4.1.2 Are recipients helped to understand that students who are victimized by the unequal or nonculture - specific application of the above process, literally have no escape?
	4.2.0 Is it explained to recipients that because teaching tools, teacher preparation programs and control of the classroom activities tend to favor the mainstream American culture students who happen to be in the proper rut appear to be on a "greased slide"?
	5.0 Are the recipients helped to understand how the student can be a victim?
	5.1.0 Are the psychological relief responses to oppression such as assertive behaviors that may be verbal, physical, manipulative, and aggression explained to recipients as coping skills of oppressed people as opposed to perceiving these behaviors as purely pathological?

RATING (Strongly ⟷ Hardly at all)	GUIDELINES
	5.1.1 Is it explained to recipients that members of visible minority groups are not the only oppressed people and as a result of this common experience many combinations of people interactions are produced, such as one oppressed group vs. another oppressed group, individual members of one oppressive group vs. another member of that group, and etc.?
	5.1.2 Is it explained to recipients that people who are feeling oppressed very often have difficulty in distinguishing friend from foe?
	5.1.3 Are recipients reminded that teachers are human beings and can be members of oppressive groups and as a result can very possibly exhibit the same cultural behavior when encountering members of their own group as well as members of other groups?
	5.2.0 Are recipients presented with strategies for working with students who have developed the above behaviors?
	5.3.0 Are the recipients made aware that some research studies have found that members of oppressed groups who strike back at the tormentors, either real or imagined, are more healthy psychologically than those members who see the problem and simply yield?
	6.0 Are recipients provided with examples that demonstrate that all minds are equally complex?
	6.1 Are recipients presented with cultural problems which can be solved only if you have knowledge and experiences within a given culture? This type of problem solving helps to internalize the fact that all minds are equally complex.
	6.1.1 Are recipients provided with examples from literature citing incidences demonstrating the complexity of other minds?
	7.0 Are the recipients provided with help in understanding that the poor and racial or ethnic minorities can and actually have been able to learn at the same level as others when the proper environmental support was provided?

RATING	GUIDELINES	
Strongly ← → Hardly at all		
	7.1	Does the book/course/program provide examples of programs or teaching strategies that clearly demonstrate that the poor and racial or ethnic minorities have been able to master academic skills at the level as middle class white students?
	7.1.1	Are the recipients being helped to understand that if they are keenly aware of the academic success of the poor and racial or ethnic minorities, their expectations and teaching strategies will be reflective of that comprehension?
	8.0	Are the recipients being helped to understand that learning is related to a sense of power over some of the forces which impinge upon our lives?
	8.1	Are the recipients being presented with motivational strategies for working with students who feel powerless?
	8.1.1	Are the recipients being presented with examples of how a feeling of hope and a feeling of control can change motivation from a complete lack of interest to self-initiation?
	9.0	Are the recipients being helped to understand how their own expectations are determining factors in building a climate for growth of students?
	9.1	Are the recipients being presented with an analysis of how teacher expectations actually influence the students' achievement?
	9.1.1	Are the recipients being made aware that even the feedback that they receive about themselves as teachers influences their performance?
	9.1.2	Are the recipients being made aware that all students need positive and accurate feedback from the teacher but this feedback is usually critical for victimized students?
	10.0	Are recipients being made aware that they must intimately understand the culture of their students?

RATING (Strongly ⟷ Hardly at all)	GUIDELINES	
	10.1	Are recipients being presented information to help them identify the essential components of any culture?
	10.1.1	Are recipients being helped to understand why and how cultures form?
	10.1.2	Are recipients being helped to understand that human beings are more alike than different, but that differences arise through the attainment of human needs?
	10.1.3	Are recipients being helped to internalize that they must understand people from a human standpoint first and not solely in terms of race or ethnicity?
	10.1.4	Are recipients being helped to develop a cultural construct (a general model of any culture)?
	10.1.5	Are recipients being helped to analyze and to compare components of the cultural construct for cultural differences?
	10.1.6	Are recipients being helped to analyze cultural components for possible classroom conflict between students and teachers, as well as for possible conflicts between students from different cultures?
	2.	ESSENTIAL SKILLS
	1.0	Are recipients being made aware that teachers must have the ability to communicate with students from other cultures?
	1.1	Are recipients being provided with skills and understandings necessary to communicate with people of other cultures?
	1.1.1	Are recipients being provided with academic content, examples and encounters that help them to understand the relationship between culture and language?
	1.1.2	Are recipients being helped to understand that successful communication includes understanding both verbal and non-verbal communications?

RATING				GUIDELINES	
Strongly ←			→ Hardly at all		
				1.2	Are recipients being helped to understand the frustration experienced by people when these people's ideas and contributions are being rejected because of the teacher's objection to their dialect and/or accents?
				2.0	Are recipients being helped to diagnose the knowledge and abilities of students from other cultures?
				2.1	Are recipients being helped to develop various skills for measuring attainment of academic objectives?
				2.1.1	Are recipients being helped to analyze various cultural activities to determine psychological and academic strengths developed by cultural members?
				2.1.2	Are recipients being helped to analyze from relevant cultural data such things as students' ability, interests, values, concerns, and perception of the school?
				3.0	Are recipients being helped in the evaluation of professional literature bearing upon multicultural education programs?
				3.1	Are recipients being made aware of the fact that teachers are consumers and interpreters of professional literature?
				3.1.1	Are recipients being provided with exercises in which they are asked to detect distortion, inaccuracy, and incomplete information within the professional literature?
				3.1.2	Are recipients being made aware of the exploitative research, as well as the pseudo-scholarship sometimes used to cover up inadequate research?
				3.1.3	Are recipients being provided with skills for evaluating text books for racism, sexism, and any other human degredation?
				4.0	Are recipients being made aware that teachers must be able to engage in self-diagnosis?

RATING				GUIDELINES	
Strongly ←			→ Hardly at all		
				4.1	Are recipients being made aware of how teachers can foster dependency in students growing out of the teachers' need to be needed?
				4.1.1	Are recipients being made aware of how teachers can project their fears and insecurities on the students?
				4.1.2	Are recipients being made aware of how teachers can live vicariously through students and support negative student behaviors for that reason?
				4.2	Are recipients being presented with techniques for self-evaluation of the above teacher behaviors?
				5.0	Are recipients being helped to understand that teachers must be able to recognize cultural equivalencies?
				5.1.0	Are recipients being helped to analyze reasoning ability of different cultural groups even though their presentation may be in a nonstandard or slang dialect?
				5.2.0	Are recipients presented exercises or experiences in determining cultural equivalencies?
				6.0	Are recipients made aware of the need for teachers to detect conscious and unconscious negative signals?
				6.1	Are recipients being provided with examples of how voice tonality, non-verbal expressions, and choice of words can all send negative signals?
				6.2	Are recipients being made aware that the very text books chosen, the content presented, the method of presentation, and teacher expectation can be negative signals?

RATING				GUIDELINES
Strongly ←			→ Hardly at all	
				3. ESSENTIAL ATTITUDES
				1.0 Is it emphasized to the recipients that teachers must be as free of bias as possible and must be open to continuing self-examination?
				1.1 Are recipients being made aware of the fact that many teachers develop biased attitudes toward advantaged groups?
				1.2 Is it being stressed to recipients that many teachers develop biased attitudes toward the very same groups that they wanted to help, when these groups rejected the paternalistic ideas and behaviors the teachers would have them accept?
				1.3 Are recipients being presented logical and theoretical explanations for understanding the formation of biases as opposed to only emotional and altruistic explanations?
				1.4 Are recipients being encouraged to meet the academic needs of all students and not just those of the disadvantaged or just those of the advantaged?
				1.5 Are recipients cautioned that feelings of guilt and shame of one's own group can also lead to biased practices?
				2.0 Are recipients being helped to understand that teachers must honor and value cultural alternatives such as language, beliefs, values and behaviors?
				2.1 Are recipients being encouraged to analyze languages in terms of cultural usage?
				2.2 Are recipients presented with examples that analyze why different cultures believe, value, and behave the way they do?
				2.3 Are recipients being made aware that equivalent forms of excellence music, art, literature, etc., exist in all cultures and that these forms are legitimate art forms and should not be used to seduce students to learn better forms?

RATING				GUIDELINES
Strongly ←			→ Hardly at all	
				3.0 Is it emphasized to recipients that teachers must feel that a multi-cultural orientation is beneficial to them personally?
				3.1 Are recipients being admonished not to view multi-cultural education as only good for oppressed groups, or as an appeasement from whites to minorities but as having real benefits for all of humanity?
				3.2 Are recipients being encouraged not to perceive events such as American slavery, the Holocaust, internment of the Japanese, and the Massacres of the Native Americans as atrocities that happened to the Blacks, Jews, Japanese, and Natives but as tragedies perpetrated by human beings on all of humanity.
				3.3 Are recipients being helped to internalize the fact that as human beings we must learn to protect each other, because we are all humans, and that there is no guarantee that the above events will not occur again either to the same groups or to groups that have never experiences such misfortune?